CDNS 5402
Heritage Conservation II: Theory in Practice
Winter 2016

“From the local to the global – heritage conservation practice in context”

Preserved Farming/Farmland in Ottawa
Mausoleum Reconstruction in Timbuktu

Instructor: Susan M. Ross, Assistant Professor, School of Canadian Studies
Location: Dunton Tower, Room 1216, unless otherwise indicated
Time: Mondays, 6:05 - 8:55 pm
Office: Dunton Tower, Room 1218
Email: susan.ross@carleton.ca

Prerequisite(s): CDNS 5401 or permission of the School of Canadian Studies.

COURSE DESCRIPTION AND LEARNING OBJECTIVES

Building on CDNS 5401 Heritage Conservation I, students in this graduate seminar study the application of heritage conservation theory in various contexts of practice. They learn about existing models for the conservation and management of heritage resources in Canada, and specific practices in research, planning, development and interpretation. They become familiar with the wide range of disciplines involved in the practice of conservation, special areas of expertise and related types of activities, and how disciplines interact. They will review existing local, provincial and federal governmental programmes and policies through the critical lens of theoretical frameworks discussed in the fall seminar and learn about local, national and international non-governmental organizations. The approach includes lectures, discussion of readings and project work. Guest speakers are invited who represent different disciplines, types of practices and organizations. Participation in an international roundtable at the Université de Montréal and local field trips are planned.

The main focus of the student work will be on developing a critical understanding of the methodologies used in a range of conservation policy and planning documents. In response to a need identified by a community/government partner, students will engage in the critical analysis of existing policies, research, programmes and initiatives to develop the elements of a cultural heritage management plan. The approach combines individual work, group discussion and public presentations. A third assignment on heritage conservation organizations arises out of participating in and reporting on the Montreal Roundtable.
COURSE SCHEDULE OVERVIEW

This schedule is subject to revision. Updates will be posted on cuLearn, with related readings and other resources.

Jan. 11, 2016  
Course Introduction and Syllabus Review  
Ethics in Conservation Practice

Jan. 18, 2016  
Sustainable Practice and Multi-disciplinary Conservation  
Discussion: Preliminary findings Assignment 1

Jan. 25, 2016  
Conservation Plans and Management  
Case Study: Cultural Heritage Management in the Ottawa Greenbelt – w NCC

Feb. 1, 2016  
The Municipal and Provincial Heritage Planning Context  
Case Study: The Ontario Conservation Review Board – with LS

Feb. 8, 2016  
Community-based Conservation Research and Practice  
Case Study: Hamilton Built Heritage Inventory – with VA

Feb. 15, 2016  
Reading Week – no class

Feb. 22, 2016  
National and Federal Heritage: Organizations, Policies and Tools  
Case Study: Canadian and USA Standards and Guidelines – with BS

Feb. 29, 2016  
Student presentations: Preliminary findings Assignment 2 – with NCC

Mar. 7, 2016  
No class

Mar. 9-11, 2016  
Roundtable “From Conservation to Reconstruction: How World Heritage is Changing Theory and Practice” at Université de Montreal

Mar. 14, 2016  
Heritage Documentation Tools, Practices and Standards  
Working session at Ottawa Resource Room – with JR

Mar. 21, 2016  
Roles of Advocacy: Awareness, Engagement, Politics  
Case Study: National Trust of Canada – at NTC headquarters with NB&CW

Mar. 28, 2016  
From Local to Global: Canadians in International Work – with CC  
Next stages of Heritage Conservation studies: internships, courses, research

Apr. 4, 2016  
Conservation Site Review: Ethics, Plans and Documents  
Possible visit to Ottawa area conservation work site

INVITED GUEST SPEAKERS

Dates are suggested in schedule above:

• Victoria Angel, adjunct professor, Canadian Studies and heritage planner, ERA Associates.
• Natalie Bull, adjunct professor in Canadian Studies, and executive director of the National Trust for Canada (NTC) and Chris Wiebe, Manager, Heritage Policy & Government Relations, NTC.
• Christina Cameron, historian, and professor, School of Architecture, and Canada Research Chair Built Heritage, Université de Montréal
Laurie Smith, heritage consultant, programme coordinator CREATE HeritageEngineering, and member of the Ontario Conservation Review Board.

Dr. Barry Stiefel, professor of historic preservation, University of South Carolina and Clemson College, Charleston.

### STUDENT ASSESSMENT

As a graduate level seminar, it is expected that all students are performing at a first class level. Students must demonstrate in both their writings and oral presentations their skills of academic research and critical thinking. Grading will be allocated as follows:

- **A. Assignment 1** – 15%
- **B. Assignment 2** – 50%
- **C. Assignment 3** – 20%
- **D. Contribution** – 15% - including related reading homework

Deadlines are indicated within the descriptions below. The instructor has the right to determine what may constitute an acceptable reason for accepting late assignments. If you think your assignment may be late, talk to the instructor first, and be prepared to discuss a timeline for completion. Please see also the section in Academic Accommodation below.

#### A. Assignment 1 – Conservation studies and plans – critical analysis of methods

A wide range of studies and plans are used in conservation practice, each with its particular objectives, methods and limitations. Students will review a recent conservation study or planning document to develop a critical framework for the analysis of the methods used in conservation practice. The critique will compare a document for a specific site or group of sites in Canada, with existing heritage conservation policy and standards, as well as questions that arise from the theoretical background of values-based conservation principles, community-based planning and environmental stewardship. They will identify gaps in the approach, such as missing disciplines or stakeholders, and make recommendations on how to improve the methodology. The review should consist of approximately 1000 words, summarized in a one-page table. The instructor will identify examples of documents.

This assignment will be introduced in the first class on January 11, 2016, and is due on January 22, 2016. Students are asked to make a brief presentation of preliminary findings in the class on January 18, using their analytical table – projected on the screen and distributed as handouts. The lessons learned from this assignment will serve for all students in discussions of methods to be used in assignment 2.
B. Assignment 2 – Cultural Heritage Management of a Historic Urban Landscape: Greenbelt Heritage and Conservation Planning

This main assignment will provide students with an opportunity to apply theory in critical practice, making the most of a student group with diverse interests to tackle a significant aspect of the historic urban landscape of Ottawa. Heather Thomson, heritage manager at the National Capital Commission (NCC), has invited Carleton to work with her on developing the approach to managing the cultural heritage of the Ottawa Greenbelt. Much research already exists from the points of view of the major land uses of conservation, recreation and agriculture. The overarching purpose of the project would be to provide background research on approaches to conservation planning, community engagement, and documentation analysis for cultural heritage, that integrates sustainable agriculture landscape strategies, archaeological and other cultural heritage objectives in the next stages of Greenbelt master planning.

Working individually or in groups of two, students will develop a 5000 to 6000 word (per student) research paper under one of the following groupings of possible themes:

- Integrated heritage conservation planning models and approaches
- Aboriginal and community heritage and uses, and living heritage
- Sustainable agriculture, wetlands conservation and the historic environment
- Investigation, documentation and intervention planning for built heritage

Each student will also work towards understanding how this area of research would be integrated in the larger plan. The combined results of all research will be brought together using a ‘story map’ that combines their texts with relevant images and available maps in an online format. Sharing of resources will be important, however students will each be graded on their specific contribution.

Detailed requirements for each stage will be discussed when the project is introduced. NCC staff in heritage conservation, archaeology, landscape/land use planning and sustainable agriculture will be invited to introduce the project, and to attend a presentation of preliminary student results.

Draft Schedule:

a. Introduction in class January 25, 2016  

b. Subject selection/teams February 1, 2016  

c. Draft findings presentation February 29, 2016  

d. Documentation session March 14, 2016  

e. Final report hand in April 8, 2016.

This assignment will make intensive use of the Ottawa Resource Room in Carleton University Library, working closely with Monica Ferguson and Joel Rivard, who will be putting a display of maps, reports and other resources together for use throughout the term. Classes related to the project will be held in this space, and students are encouraged to use the space as their workspace for the project. See https://library.carleton.ca/research/collection/ottawa-resource-room

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C. Assignment 3- Heritage Conservation Conference report

An important part of heritage conservation practice is participating in conferences, symposia and workshops organized by universities and organizations, where much critical discourse on emerging ideas is first articulated and related practices are exchanged. This assignment consists of writing a critical report on a conference with a view to discussing at least two presentations, paying attention in particular to organizations involved at different levels of action, from the local to the global.

It is expected that most students will attend Christina Cameron’s Roundtable at the Université de Montréal on March 9-11, 2016, entitled From Conservation to Reconstruction: How World Heritage is Changing Theory and Practice. The day after the Roundtable may be planned to visit a few recent examples of interesting heritage conservation work in Montreal. Proceedings for previous years are available on the Chair website. [http://www.patrimoinebati.umontreal.ca/en/activities/round-tables/](http://www.patrimoinebati.umontreal.ca/en/activities/round-tables/)

Alternate relevant conferences/events for students who are not able to attend the Roundtable may be identified, subject to approval and well in advance. Following the conference(s), students will write a 500-word report critically discussing at least two presentations, including with reference to the readings identified before the trip, and making note of any organizations represented or stakeholders discussed by the speaker. Further details will be available to discuss in class. The report is due on March 28, 2016.

D. Contribution

Students will be expected to participate actively in this course, through attendance, participation in class discussions, collaborative attitudes and leadership in group work, and by demonstrating that they are reading background materials for weekly themes. The instructor will also make suggestions at various times to attend local heritage events. These events are optional but highly recommended.

A forum for reading responses will be created on cuLearn, and students will be expected to: post a 150 to 200 word text in response to each text or resource identified, by the Sunday night at 7pm before the class. In the week that includes an outing, students are required to write a response to that event for the following Sunday at 7pm.

REFERENCES & RESEARCH ASSISTANCE

Readings from the CDNS 5401 syllabus will continue to have value, in particular Harold Kalman, Heritage Planning: Principles and Processes, Routledge, 2014. Throughout the term, these will be supplemented with additional references, identified partly based on the guest speaker expertise, student areas of interest, the assignments and the subject of the Montreal Roundtable. Required readings will be posted on CuLearn at least one week ahead of the week where they will be discussed.
The following are basic Canadian online resources for Heritage Conservation:


A list of the key scholarly and trade journals for heritage conservation practice will be discussed in class.

Selected cultural heritage organizations

- Aboriginal Tourism BC https://www.aboriginalbc.com/
- Alliance for Historic Landscape Preservation http://ahlp.org/
- Association for Preservation Technology International http://www.apti.org/
- Cultural Landscape Foundation http://tclf.org/
- Getty Conservation Institute http://www.getty.edu/conservation/
- Heritage Ottawa https://heritageottawa.org/
- Historic Environment Scotland http://www.historic-scotland.gov.uk/
- International Council on Monuments and Sites http://www.international.icomos.org/
- ICOMOS Canada http://canada.icomos.org/
- National Trust for Canada http://www.nationaltrustcanada.ca/
- National Trust for Historic Preservation (USA) http://www.preservationnation.org/
- Ontario Heritage Trust http://www.heritagetrust.on.ca/
- Ontario Historical Society https://www.ontariohistoricalsociety.ca/
- Parks Canada’s Historic Places http://www.historicplaces.ca/
- Prince of Wales Northern Heritage Centre http://www.pwnhc.ca/
- UNESCO World Heritage Centre http://whc.unesco.org/
- Vancouver Heritage Foundation http://www.vancouverheritagefoundation.org/
- Winnipeg Architecture Foundation http://www.winnipegarchitecture.ca/

The Library website also maintains related subject guides:

- Canadian Studies http://www.library.carleton.ca/research/subject-guides/subject/Canadian%20Studies
- Heritage Sites, Parks and Conservation Areas http://www.library.carleton.ca/research/subject-guides/heritage-sites-parks-and-conservation-areas-public-policy-resources
- Ottawa http://www.library.carleton.ca/research/subject-guides/ottawa

A more comprehensive list of references, prepared by the late Professor Herb Stovel, former coordinator of the heritage conservation programme, is found on the Canadian Studies website.

Research assistance at the CU Library

- Canadian Studies: Martha Attridge Bufton 613-520-2600 x2985.
- Ottawa Resource Room: Monica Ferguson 613-520-2600 x8125
- Cartographic Specialist: Joel Rivard 613-520-2600 x1685
IMPORTANT UNIVERSITY POLICIES

Academic Integrity

Plagiarism: Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else’s work as their own. It occurs when a student either a) directly copies more than one of two sentences of another’s written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; and c) borrows, without acknowledgement, any ideas in a clear and recognized form, in such a way, as to present them as the student’s own thoughts, where such ideas, if they were the student’s own would contribute to the merit of his or her work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair, who will refer the case to the Dean. Students are reminded that plagiarism can result in a range of penalties including failure in the course. It is in the student’s best interests to keep all of their research papers intact after handing in papers.

Resubmission of Work: Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in any other course. For more details see the Academic Integrity Policy http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- **Pregnancy obligation:** Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

- **Religious obligation:** Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www2.carleton.ca/equity/